

Central Elementary

608 Johnson Rd
Central, SC 29630

Grades	PK-5 Elementary School	
Enrollment	412 Students	
Principal	Dennis Somerville	864-639-2311
Superintendent	Dr. Lee M. D'Andrea	864-855-8150
Board Chair	Mrs. Shirley Jones	864-855-1459

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	54	3	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Good	Yes
2005	Good	Average	Yes
2006	Average	Average	Yes

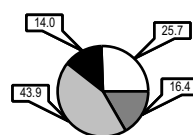
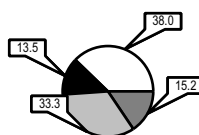
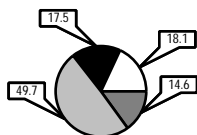
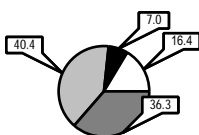
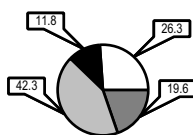
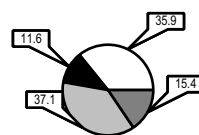
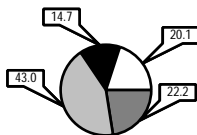
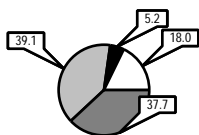
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	189	98.4	14.9	41.1	36.9	7.1	56.5	Yes	Yes
Gender									
Male	94	97.9	20.0	41.2	35.3	3.5	50.6	N/A	N/A
Female	95	98.9	9.6	41.0	38.6	10.8	62.7	N/A	N/A
Racial/Ethnic Group									
White	121	98.3	8.3	36.7	45.9	9.2	64.2	Yes	Yes
African American	37	97.3	25.0	59.4	12.5	3.1	40.6	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	36.4	40.9	18.2	4.5	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	150	100.0	11.6	39.1	40.6	8.7	62.3	N/A	N/A
Disabled	39	92.3	30.0	50.0	20.0	0.0	30.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	98.4	14.9	41.1	36.9	7.1	56.5	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	33.3	41.7	20.8	4.2	37.5	I/S	I/S
Non-Limited English Proficient	164	98.2	11.8	41.0	39.6	7.6	59.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	98.0	22.6	51.2	23.8	2.4	41.7	Yes	Yes
Full-pay meals	88	98.9	7.1	31.0	50.0	11.9	71.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	189	98.4	16.7	50.6	14.9	17.9	47.6	Yes	Yes
Gender									
Male	94	97.9	17.6	43.5	18.8	20.0	55.3	N/A	N/A
Female	95	98.9	15.7	57.8	10.8	15.7	39.8	N/A	N/A
Racial/Ethnic Group									
White	121	98.3	11.9	45.0	20.2	22.9	57.8	Yes	Yes
African American	37	97.3	25.0	71.9	3.1	0.0	18.8	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	31.8	54.5	4.5	9.1	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	150	100.0	10.9	52.2	16.7	20.3	52.9	N/A	N/A
Disabled	39	92.3	43.3	43.3	6.7	6.7	23.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	98.4	16.7	50.6	14.9	17.9	47.6	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	29.2	54.2	4.2	12.5	33.3	I/S	I/S
Non-Limited English Proficient	164	98.2	14.6	50.0	16.7	18.8	50.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	98.0	21.4	57.1	9.5	11.9	32.1	Yes	Yes
Full-pay meals	88	98.9	11.9	44.0	20.2	23.8	63.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	189	98.4	38.0	33.3	15.2	13.5	28.7
Gender							
Male	94	97.9	37.9	29.9	12.6	19.5	32.2
Female	95	98.9	38.1	36.9	17.9	7.1	25.0
Racial/Ethnic Group							
White	121	98.3	27.9	33.3	21.6	17.1	38.7
African American	37	97.3	69.7	30.3	0.0	0.0	0.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	50.0	36.4	0.0	13.6	13.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	150	100.0	30.4	35.5	18.1	15.9	34.1
Disabled	39	92.3	69.7	24.2	3.0	3.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	98.4	38.0	33.3	15.2	13.5	28.7
English Proficiency							
Limited English Proficient	25	100.0	45.8	37.5	0.0	16.7	16.7
Non-Limited English Proficient	164	98.2	36.7	32.7	17.7	12.9	30.6
Socio-Economic Status							
Subsidized meals	101	98.0	50.0	34.9	4.7	10.5	15.1
Full-pay meals	88	98.9	25.9	31.8	25.9	16.5	42.4

Social Studies							
All Students	189	98.4	25.7	43.9	16.4	14.0	30.4
Gender							
Male	94	97.9	25.3	40.2	18.4	16.1	34.5
Female	95	98.9	26.2	47.6	14.3	11.9	26.2
Racial/Ethnic Group							
White	121	98.3	16.2	45.9	20.7	17.1	37.8
African American	37	97.3	51.5	39.4	9.1	0.0	9.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	40.9	45.5	0.0	13.6	13.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	150	100.0	19.6	45.7	18.1	16.7	34.8
Disabled	39	92.3	51.5	36.4	9.1	3.0	12.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	189	98.4	25.7	43.9	16.4	14.0	30.4
English Proficiency							
Limited English Proficient	25	100.0	37.5	41.7	4.2	16.7	20.8
Non-Limited English Proficient	164	98.2	23.8	44.2	18.4	13.6	32.0
Socio-Economic Status							
Subsidized meals	101	98.0	39.5	43.0	10.5	7.0	17.4
Full-pay meals	88	98.9	11.8	44.7	22.4	21.2	43.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	64	98.4	17.2	31.0	44.8	6.9	51.7
	4	63	100.0	12.5	55.4	28.6	3.6	32.1
	5	65	98.5	16.7	43.3	38.3	1.7	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	12.5	37.5	45.8	4.2	50.0
	4	71	98.6	18.8	43.8	31.3	6.3	37.5
	5	63	96.8	12.5	41.1	35.7	10.7	46.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	64	100.0	16.9	49.2	18.6	15.3	33.9
	4	63	100.0	12.5	44.6	21.4	21.4	42.9
	5	65	100.0	23.0	39.3	19.7	18.0	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	10.4	62.5	14.6	12.5	27.1
	4	71	98.6	17.2	35.9	20.3	26.6	46.9
	5	63	96.8	21.4	57.1	8.9	12.5	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	64	100.0	35.6	35.6	20.3	8.5	28.8
	4	63	100.0	33.9	41.1	17.9	7.1	25.0
	5	65	100.0	37.7	27.9	11.5	23.0	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	29.2	47.9	16.7	6.3	22.9
	4	71	98.6	41.5	23.1	21.5	13.8	35.4
	5	63	96.8	41.4	32.8	6.9	19.0	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	64	100.0	5.1	59.3	22.0	13.6	35.6
	4	63	100.0	19.6	51.8	12.5	16.1	28.6
	5	65	100.0	29.5	34.4	13.1	23.0	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	55	100.0	20.8	52.1	18.8	8.3	27.1
	4	71	98.6	20.0	47.7	16.9	15.4	32.3
	5	63	96.8	36.2	32.8	13.8	17.2	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 412)				
First graders who attended full-day kindergarten	89.5%	Down from 90.4%	100.0%	100.0%
Retention rate	2.8%	Up from 1.9%	2.7%	2.8%
Attendance rate	97.1%	Up from 96.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Down from 8.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%	Down from 7.8%	0.0%	0.0%
Eligible for gifted and talented	11.8%	Down from 14.1%	11.8%	10.4%
On academic plans	41.5%	N/AV	34.1%	33.6%
On academic probation	6.2%	N/AV	1.0%	1.0%
With disabilities other than speech	9.0%	Up from 8.9%	8.4%	7.5%
Older than usual for grade	0.8%	Down from 1.0%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	75.0%	No change	54.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.1%	N/A	0.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.5%	Up from 90.8%	88.5%	87.3%
Teacher attendance rate	95.9%	Up from 93.5%	94.8%	94.9%
Average teacher salary	\$47,331	Up 0.7%	\$42,820	\$42,485
Prof. development days/teacher	13.4 days	Down from 16.2 days	13.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.2 to 1	18.8 to 1	18.6 to 1
Prime instructional time	91.4%	Up from 88.1%	89.7%	89.7%
Dollars spent per pupil*	\$7,055	Up 3.3%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	62.4%	Up from 62.3%	63.8%	64.0%
Percent of expenditures for instruction*	65.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the 2005-2006 school year brought new challenges to Central Elementary School, the dedicated faculty/staff and the new principal who returned to this school after 20 years of leading a middle school conducted an abundance of excellent programs that successfully serviced the needs of a diverse population of 435 students at this K4 -5th grade school. Parent support, a strong SIC, PTO, volunteer program, and excellent community business and university partnerships helped meet the challenges. Accomplishments and involvements were numerous, such as participation in the SCAAP music and art assessment in the fourth grade. Other activities were the Duke University TIP scholars with 33 students in grades 4 and 5; The Lakes and Mountains Summer School for the Arts, who chose 4 of our students; the parent-led monthly student reading club; lunch with the honor roll students called The Principal's Pride; recognition of Good Citizen STARS and Principal's Cougar Hour Winners; CORE Essentials Character Program (provided by Chick-fil-A); a school-wide field trip to see Aladdin (Daniel High School production), onsite performance by the Hampstead Players, a week long Artist in Residence program with multiple artists, and SC Poetry Initiative through the SC National Heritage Corridor, including onsite poets (partnership grant with SWU) with participating fifth graders; enrichment clubs including chess, chorus, tone chimes, track, Sprouting Wings, book clubs; leadership/service clubs including Student Council, Safety Patrol, Library Club and Reflections Team; remediation programs including CES (Cougars Enjoying Success), Para Las Ninas and ASC Homework Center.

Accomplishments included training such as graduate courses offered onsite at CES for staff/faculty, computer classes offered by the principal, Write From the Beginning, Thinking Maps, EDUtest, Achieve Now, ARMS Math/Science, Brain Research, Reading Renaissance, The New Bloom's Taxonomy, Streamlining training, DRA reading level, and faculty book chats for professional development and discussion. Student awards included 1st, 2nd, and 3rd place district art contest winners, chess champions, State Elementary Honor Chorus, Governor's Citizenship Award, track team in the 10th annual Tiger Relays, AOP Regional Science Fair Participants, Geography Genus represented in state competition, Spelling Bee champ, Honor Roll Achievers, Governors Reading Honor Roll and AR winners receiving special treats. Service learning included participation in and support of Food Drive for Central/Clemson Community Care, Teacher Forum Scholarship Basket, It's in the Genes for cancer research, Jump Rope for Heart, Dollars for Disaster, Country Santa, United Way and Cancer Research contribution by faculty and staff. CES formed or maintained partnerships with Wal-Mart, Honeywell Corp. (donations to support technology improvements and support for the sciences), Bi-Lo, Spirit Nights at Wendy's, Pancho's and Chic-fil-A, and Rotary Club provided dictionaries for the entire 3rd grade. This year's challenges continued with the loss of Title I assistants and one teaching position, yet CES continued benefiting from a full-time instructional coach and a Reading Recovery teacher, and was represented at a state-level conference, and one teacher won Wal-Mart Teacher of the Year. It is more important now than ever that we continue to work closely with parents, members of the community, local businesses, and university partners in order to keep our Cougars On the Right Track to Learning"

Cheryl Weatherford, SIC Chairman
Dennis Somerville, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	57	59
Percent satisfied with learning environment	100.0%	93.0%	91.2%
Percent satisfied with social and physical environment	100.0%	94.7%	86.4%
Percent satisfied with school-home relations	96.7%	93.0%	78.0%

*Only students at the highest elementary school grade level at this school and their parents were included.